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ABSTRACT

Escalante (Utah) High School's outdoor unified studies field trip is a learning experience to be remembered. The four-day camping experience begins with pre-trip plans, pretests, and lecture/introductions to the Anasazi culture and to geologic formations to be visited. Horses (and equipment-carrying trucks) take the students into the desert to set up camp, then on to follow the Mountain Bench Trail to study photography, geology, native plant life and Indian ruins. On returning to camp, the horses are cared for, supper is fixed, and journals are kept before bed. The next day is filled with learning survival skills in the desert, riding horses to view ancient Anasazi petroglyphs, and sharing stories researched by the students on early Escalante history. The students feel a special togetherness; they learn to express their feelings in a Social Awareness unit taught by the District Community Education Director. Games are played, there is a difficult hike through Hole in the Rock to Lake Powell for a swim, and everyone experiences "going over the edge" to rapel down a rock wall. Trip testimonies are positive; it is an experience to remember. The trip agendas for 1980-81 are included along with goals and objectives, materials needed, and evaluation methods. (LC)

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OUTDOOR UNIFIED STUDIES

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1982

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OUTDOOR UNIFIED STUDIES FIELD TRIP

My philosophy of learning is this, "A student learns by remembering." Now the only problem is, how do we help him remember? I mean really remember, past the bell, or the end of the day, or the mid-term test--into the tomorrows, and sometimes, hopefully, for a lifetime. I think you'll agree that such a task is quite a challenge for any teacher. In order for a student to remember what he has learned, the learning experience must be meaningful to him, and of value in his eyes, not the eyes of the teacher. I've had students ask me again and again, "What good will this do me? Why do I have to learn this?" Sometimes we can satisfy them with the answer, "Well, you may never use this, but it will broaden your background, increase your brain power, and make you more intelligent." Sometimes we can satisfy a student with an answer like that, but sometimes we can't. I've also found that a learning experience can be both meaningful and of value and still not be remembered if it is not interesting. In fact, it even helps if it is a little entertaining. I can hear some of you saying, "But it is our job to teach children, not to entertain them." You're right, of course, but do you want them to remember what you teach them? Then it better be interesting, and maybe even a little entertaining. Think about it...

A few years back I attended a presentation by Al Davis of Orem High on "Outdoor Unified Studies" and was impressed. Here was a way students would remember learning--for a lifetime.

I went back to E.H.S. inspired to set up a program. We were located in the richest area in the state. The possibilities were limitless. Another member of our faculty, the science teacher, Myron Cottam, felt the same way. We rewrote our program three times before our superintendent would approve it. But it was a success and we loved it! This year almost twice as many students have asked to be involved in the program.

Our Outdoor Unified Studies experience had its beginning on a May morning in 1980. The weather had not cooperated and fine, drizzly rain had settled down on the valley as we loaded our horses. The evening before had been spent in busy preparation for the four-day camping trip and each student had been previously required to attend a two-hour class at the high school. Pretests were given at that time, and the Ranger from the Anasazi Museum & State Park in Boulder, Utah, a town 28 miles away, took his listeners back to primitive life among the Anasazi culture. The students were both fascinated and entertained as he chewed sinew and secured an arrow head to a shaft. It was a meaningful introduction to the Moqui houses and petroglyphs they would later visit.

One by one in the drizzling rain the trucks were loaded. About ten miles out of town we ran out of the rain and prospects of good weather lightened our spirits. Over 50 miles of windy, dusty, rough and often steep, dirt road our little caravan of trucks slowly made its way. A few stops assured us that all the vehicles were standing the test with flying colors.

We reached the Soda with its quaint cabin hidden amidst giant red rocks at about 11:30 and began to situate ourselves and set up camp. An hour and a half later, after a quick lunch, we were all on horses, headed up the 50-mile Mountain Bench Trail to study photography, geology, native plant life and

Indian ruins. From the bench area you can see for miles and miles, and the students couldn't seem to get their fill of that top-of-the-world view. Camera shutters were clicking left and right. The wild beans were in bloom and the sagebrush flats were transformed into purple splendor. Before we reached the Moqui house, we were familiar with geology formations. terms such as Navajo sandstone, Dakota, Entrada, Tropic Shale and a host of others. We could identify and name plants we had never seen before in our whole life--Sour Dock, Death Camas, and the Trumpet Plant. Those who were more ambitious than others climbed the steep mountains to the rock ledge which protected and preserved a perfect Moqui house. The masonry of the flat sandstone rocks was remarkable, especially around the small window and door.

Time was slipping away fast and we had to start back to camp before the sun went down. After an eight and a half hour ride, we were taking care of our horses and fixing supper in the dark, but no one complained. We ate by lamplight or firelight and every student wrote in his or her journal before climing into bed. Many times in the following three days we were impressed by how faithful journals were kept up.

The next morning we were up with the sun, watering our horses and excited about the day's activities. Three instructors from B.Y.U. were scheduled to come and teach us survival skills in the morning and after lunch we were riding horses down the Soda Gulch to see a solid rock wall covered with Indian Petroglyphs. The survival instructors arrived on schedule and divided us into three groups. We rotated with each one and learned to make Yucca soap and shampoo, to twist Yucca fibers into string and rope to make Indian moccasins to build traps and snares, to chip our own flint knives and arrowheads. We learned how to find water and about the plants in the area that were edible and those that could make us very sick. We tried our skill at building a fire with a bow-drill. The time flew and before we knew it lunch hour was upon us. Some still lingered with the instructors, but others gave in to hunger pains and went to their camps to fix something to eat. About an hour later, we were once more in the saddle and headed down the Gulch. In less than two hours we were staring at an unbelievable sight--a huge rock wall literally covered with petroglyphs. Suddenly we were all transformed into archeologists or scientists, theorizing and speculating on what the various figures and symbols meant. Imaginations ran wild and we experienced a moment of magic. A thousand years of time vanished and we were members of the Ancient Anasazi culture, pecking our stories of triumph and adventure into a rock wall. All agreed, it was a most worthwhile experience.

After supper that night we gathered around the campfire to share stories that had been researched by the students on early Escalante history and some of the adventures of the early settlers. Words cannot describe the feelings we came away with. One young girl told us that she had thoroughly enjoyed the researching. She had spent one whole evening with her grandparents listening to their stories and jotting down notes. She was excited about sharing those stories with the group and said she had never had a more rewarding experience.

All through the trip we noticed a special togetherness among the students stemming from being involved in a unique and different learning atmosphere. In a Social Awareness unit taught by our District Community Ed. Director, we learned how to analyze styles of personal behavior. We were given the

assignment to choose three people in the group and analyze their social style--or in other words how they related to others.

Another geology lesson followed, with a review of the formations we had seen on the Bench trip. A break from the book work of the day ended up in some exciting foot races between a father and his daughter, a mother and her daughter, faculty and students, and students and students.

Resource people from the community with their knowledge of the area were a great asset to the success of the trip.

Friday morning found us traveling to the Hole in the Rock and a promised swim in Lake Powell to wash off the desert sand. The hike down to the Lake through the famous rock passage was a first for many and a challenge for all. The view was beyond description. The blue waters of Lake Powell in contrast to the colorful red and pink sandstone rocks was a never-to-be-forgotten sight. The combination swim and bath revived us all and prepared us for the strenuous climb back out. At the top we gathered for a group picture--proud of our accomplishment.

On the trip back to camp we stopped and studied more native plants and gathered specimens for our collections. Every plant seemed to boast a blossom. We met our resource man from the National Park Service who was scheduled to help us rappel that afternoon. He gave us directions to get to the spot he had picked out. After a quick bite to eat back at camp we were on our way to the Sooner Rocks. It was rightly named for we had three students who would have "sooner" not rappelled down the 80-foot rock. Before the afternoon was over, every student and every advisor had experienced the thrill of "going over the edge."

We were a tired bunch that night, but not too tired it seemed for a little mischief--loosened tent stakes, a wet rope in a sleeping bag, sugar in another, a lizard in a briefcase--you name it, memories to keep forever. The last night together was special. We all "bore our testimonies" on the value of such a trip. One young man confided in the group that he had learned more in the last three days than he had imagined possible...things that he could never have learned in the classroom. One girl's eyes sparkled as she said, "I loved the Hole-in-the-Rock! It was so great! I've got bring my family to see it!" A senior spoke sadly, "This really had been a blast. I am very glad that we could spend this one last time with our friends and teachers. We have really gotten to know each other." Another student added, "I sure do hate to leave in the morning 'cause I have learned so much and had so much fun doing it." It really makes you appreciate what you have!"

Saturday morning was filled with post tests, and the winding up scenes--camp clean-up and packing for home. There was a heaviness hanging over us that was hard to describe. Our Outdoor Unified Studies Trip was over. Were we being sentimental or did we hear the heartbeats of young people involved in something they hated to see end? Was it worthwhile? You be the judge...

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UNIFIED STUDIES AGENDA (1981)

Wednesday - May 13

Menues and money due

Saturday - May 16

Food purchased
Camping gear ready
hay ready and at Gaden Lyman's place
horses: shod and ready

Monday - May 18

Dr. Blair Maxfield, SUSC, will conduct field trip
-Anasazi (Boulder)
-Geology

After school: Gaden
Daryl will haul hay, materials and water
Gary

Food and camping gear brought to the High School
Hand in Story (Researched)

Tuesday - May 19

7:00 A.M.	Meet in Alvey Wash by Baileys
7:30	Leave for desert
	Collect sand and plants (bring Baggies)
9:00	History lesson
	Cedar Wash - Homestead area
12:00	Lunch at 10-mile corral
1:00	Resume horseback trip across 10-mile flat through Devil's Rock Garden
5:00	Arrive at 20-mile and set up camp
6:00	Supper hour and clean up Take care of horses
7:00	Recreation
8:00	Hole-in-the-Rock History lesson (Wayne Banks)
9:00	Marshmallow roast and singing
10:00	Lights out!

Wednesday - May 20

6:00 Water and feed horses
6:30 Breakfast and clean-up
8:00 Ride to Harris Wash
10:00 Park Service Activities
- rappelling
- blind walk
- map orientation
4:00 Ride back to camp
6:00 Take care of horses
7:00 dinner hour
8:00 Recreation
10:00 Lights out!

Thursday - May 21

Park Service and BYU

7:30 Chores and Breakfast
9:00 Larry Davis
- Anasazi Indian History and culture
12:00 Lunch
1:00 BYU - Survival Training
6:00 Supper
7:00 Recreation
- Active Activities
10:00 Lights out!

Friday - May 22

BLM

7:30 Chroes and Breakfast
9:00 BLM
- Plant Identification
- Range Survey
- Range Management
12:00 Lunch
1:00 Horesback ride
- Descriptive paragraph
- Plant ID and sand collections
4:00 Chores and Rest

5:00	Recreation
7:00	Mutton Fry
8:00	Research stories
10:00	Lights out!

Saturday - May 23

8:00	Breakfast and chores
9:00	Hand in assignments
	- Plant collection
	- Rock collection
	- Sand collection
	Journals
	Descriptive paragraph

PACK GEAR

10:30	Depart for home
5:00	Arrive in Escalante

ESCALANTE HIGH SCHOOL

UNIFIED STUDIES TRIP 1980

Unified Studies Goals and Objectives

I. Provide each student a variety of outdoor educational experiences in the following areas

A. Science
1. Plant identification - (Range Survey)
2. Geology

B. English
1. Journal
2. Descriptive theme
3. Research and reading of story about local history

C. Recreation
1. Outdoor Survival
2. Rappelling
3. Blind Walk
4. Camping skills

D. Social Studies
1. Early settlers
2. Anasazi
3. Hole-in-the-Rock
4. Human Relations

E. Art
1. Photography
2. Sketching and painting
3. Crafts

II. Student learning objectives

A. Science
1. Students will collect and identify a minimum of plants.
2. Students will identify and take pictures of five (5) different geological formations.

B. English
1. Student will keep daily journal
2. Students will write a 200-word descriptive paragraph
3. Students will research and read a brief story about local history

C. Recreation
1. Students will build a campfire using flint and steel or a fire drill
2. Students will participate in a two hour outdoor survival workshop

3. Students will rappel down a 100-foot rock wall.
4. Students will successfully complete a blind walk previously staked out.
5. Students will master a minimum of five camping skills.

D. Social Studies
1. Students will be in a three hour workshop prior to the trip dealing with early settlers and Anasazi Indian culture.
2. Students will develop skills in identifying social styles among their peers.

E. Art
1. Students will be instructed in photography and required to take a minimum of 20 photographs which will include: a picture of the item or area described in their paragraph, various geological formations, etc.
2. Students will complete a sketching and painting using oil pastels.
3. Students will collect different colors of sand and make either a sand painting or paper weight.

III. Resource People

A. Science
1. Plant I.D. - BLM
2. Geology - Edson Alvey

B. English
1. Journal - Louise Liston
2. Descriptive Theme - Louise Liston
3. Reading of story about local history - Louise Liston

C. Recreation
1. Outdoor Survival - Park Ranger, BLM, Forest Service
2. Rapelling - Park Rangers, BYU?
3. Blind Walk - Mr. Myron Cottam, Louise Liston
4. Camping Skills - Myron Cottam

D. History
1. Early Settlers - Edson Alvey, Morris Shirts
2. Anasazi - Larry Davis, Edson Alvey
3. Hole-in-the-Rock --Edson Alvey

E. Art
1. Photography - Jim Clark
2. Sketching and Painting - Jim Clark, Lynn Griffin
3. Crafts - Louise Liston

F. Advisors
1. Louise Liston
2. Myron Cottam

3. Arthur Lyman
4. Cherie Beebe
5. Crockett Dumas
6. Shellie Dumas
7. Bob Fry

G. Possible Advisors
1. Judy Brooks
2. Lynn Griffin
3. Judy Griffin
4. Alice Ann Lyman
5. Rob Goulding
6. Greg Allen

Unified Studies Learning Experiences

I. Agenda

Tuesday - May 13

6:00 - 7:00	Pretests
7:00 - 8:00	Presentation on Anasazi Culture
8:00 - 9:00	Presentation on Hole-in-the-Rock story

Wednesday - May 14

5:00 - 8:00	Loading up, etc., etc., etc.,
8:00 - 11:30	Traveling to Soda
11:30 - 1:00	Unloading, setting up camp, lunch
1:00 - 6:00	Horseback trip up on the bench to collect plants, study rock formations and do photography
6:00 - 7:00	Writing in Journals - Personal Awareness
7:00 - 9:00	Dinner Hour

Thursday - May 15

6:00 - 8:00	Breakfast and Orientation
8:00 - 9:00	History of Escalante and Early Settlers
9:00 - 12:00	Outdoor Survival
12:00 - 1:00	Lunch
1:00 - 7:00	Horseback trip up nearby canyon to see Indian ruins and petroglyphs
7:00 - 9:00	Dinner Hour

Friday - May 16

5:30 - 6:30	Breakfast Hour
6:30 - 1:30	Horseback trip to Hole-in-the-Rock
1:30 - 6:30	Rapelling and blind walk
6:30 - 8:30	Dinner
8:30 - 9:30	Sharing tall tales of Escalante History researched by students

Saturday - May 17

8:00 - 9:00	Breakfast Hour
9:00 - 10:00	Personal Awareness Evaluation
10:00 - 11:00	Post Tests
11:00 - 12:00	Camp clean-up and packing to go home

II. Materials

A. Transportation
   1. Bus for Students
   2. Possible trucks for horses (tentative)
      a. Doyle Cottam
      b. Robert Liston
      c. Keith Carter
      d. Brooks Cattle Company
      e. Stanley Liston
   3. Truck for supplies (optional)
      a. One truck
      b. 2 or 3 pickup trucks

B. Board and Room
   1. Gear
      a. Saddles
      b. Blankets
      c. Bridles
      d. Halter - Nose Sack
      e. Lead Rope
      f. Saddle bag with Canteen
      g. Rain Coat
      h. Sleeping bag (Warm)
      i. Ground trap
      j. Tents optional - if possible

C. Food
   1. Each group of four students will be in charge of planning their own menus and getting their own materials.

D. Educational Materials
   1. Notebook
   2. Journal

3. Pen and Pencil
4. Folder
5. Scotch tape
6. 4 X 5 cards
7. 2 collecting bags for rocks and plants
8. Art paper folder and supplies
9. Bottle for crafts
10. Camera - 1 roll at least 20 exp. film

Unified Studies Evaluation

I. Evaluation will take place in the following manner.

A. Science
   1. Plant Collection
   2. Rock Collection
   3. Pictures of five (5) formations
   4. Range Survey form

B. English
   1. Journal
   2. Descriptive paragraph
   3. Researching and Reading or telling story of local history.

C. Recreation
   1. Students will receive an award for completion of each of the following:
      a. Rapelling
      b. Blind Walk
      c. Two-hour outdoor survival workshop
      d. Camping skills

D. Social Studies
   1. Written history test on early settlers and Anaszi Culture and Hole-in-the-Rock trip.
   2. Social style awarness - individual oral and written examination by teacher.

E. Art
   1. A follow-up session critiqueing the photography requirements of 20 pictures
   2. Sketched or painted picture
   3. Crafts - Sand painting or paper weight